

Policy documents and background information about numeracy

These documents give further information to inform and support your numeracy strategy.

Numeracy within government policy and targets

<ul style="list-style-type: none"> • Numeracy content theme Topic 1: Background and the targets 	The Excellence Gateway Numeracy Content Theme provides background information about policy and targets.
<ul style="list-style-type: none"> • Prosperity for all in the global economy – world class skills 	The Leitch Review makes the case for improving numeracy skills and suggests a goal that 95% of the working-age population should reach at least functional levels of numeracy (defined as Entry level 3) by 2020.
<ul style="list-style-type: none"> • Skills for Life: Changing lives 	The Government's Skills for Life strategy sets a challenging PSA target of 390,000 working-age adults to have achieved a first numeracy qualification at Entry level 3 or above between 2008 and 2011.
<ul style="list-style-type: none"> • Skills for Life: Progress in Improving Adult Literacy and Numeracy 	The National Audit Office report on the progress being made towards the Government's targets, with an appendix looking at issues related to the demand for and take-up of numeracy courses.
<ul style="list-style-type: none"> • Maths4Life: Implications for post-16 numeracy and maths – a policy discussion paper 	This policy paper considers the impact of the Smith and Tomlinson reports and the 14–19 and Skills White Papers.

The impact of numeracy for the individual

<ul style="list-style-type: none"> • Does Numeracy Matter More? 	This research report highlights the impact of poor numeracy on individuals, particularly women.
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Numeracy in the workplace

<ul style="list-style-type: none"> • Maths4Life: Working mathematics for the 21st Century? A discussion paper 	<p>A detailed examination of workplace mathematics:</p> <ul style="list-style-type: none"> • Policy, priorities and evidence on changing workplace demands • Cost and benefits to employers and individuals • Teaching and learning issues.
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